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ABSTRACT

This student guide is part of a protocol learning module designed to teach the prospective teacher the importance of being aware of classroom activities and some critical factors in deterring deviant behavior. The entire module consists of this guide, a protocol film, and testing materials. The student guide contains: (a) instruction in the use of protocol materials, (b) a discussion of the concept of "withitness" or awareness, (c) two practice lessons in the recognition of awareness and proper techniques in the effective deterrence of deviant behavior, and (d) practice exercises in applying the techniques of "withitness" in simulated teaching situations. The principle underlying this module is that teacher behaviors which demonstrate a teacher's awareness of what is going on in the classroom tend to increase student work involvement and decrease disruptive student behavior. Four teacher behaviors are noted: (a) desisting--the teacher demonstrates "withitness" by telling students to stop the deviant behavior, being sure that the desist is directed at the initiating student and that it is administered before the deviant behavior spreads; (b) suggesting alternative behavior; (c) concurrently praising--the teacher avoids direct confrontation with the disruptive student by concurrently praising the nondeviant behavior of other students; and (d) describing--the teacher describes or has the disruptive student describe the desirable behavior which the student usually exhibits or should exhibit in place of the deviant behavior. (HMD)

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W I T H I T N E S S

A Classroom Management Concept Related To Effective Teaching

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STUDENT GUIDE

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WITHITNESS

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WITHITNESS

Learning Sequence

Instructions:

Welcome to a new type of learning experience. It will be a lot different from those you have encountered in the past. You will work independently outside of class the majority of the time, and your work will emphasize using important educational concepts in classroom situations.

To help direct your learning activities, we have prepared a Learning Sequence. This is essentially a sequential outline of the tasks you will be engaged in. Treat it as a friend, and you will always know what to do next.

Let's look at the first task, labeled STEP 1.

Step	Where *Done	TASK
1	0	Read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions you cannot answer.
Pages 4-9		

Starting at the very left, the first column identifies STEP 1 which deals with materials on pages 4-9. The next column "Where Done," has an asterisk in it, plus an "0". If you check the bottom of the next page, you'll find 0 = out of class and I = in class. As a quick check, scan the rest of the tasks and see which are done in class. (i.e., I). We'll wait ... . Tasks 4 and 5 are done in class. See, you will be working outside of class the majority of the time.

Under "task," you will find out what you are supposed to do. In this case, outside of class, you will read Introduction to Protocols and complete Self-Evaluation I. Review Introduction if there are any questions you cannot answer. When you are all done, put a ✓ mark in the Step 1 column:

STEP
✓ 1

Do this each time you finish a Step. This will enable you to tell at a glance where you are in the Learning Sequence.

Before you begin, let's add a final note. Some Steps are included to provide extra practice in case you need it to reach a high level of performance. Be sure to complete these extra Steps if your score is below criterion level since otherwise you will probably fail the test given in class (Step 5) and have to repeat the practice exercises.

Since this module is still being improved, you will occasionally find Suggestion Forms. Include your comments; how often have you wanted to tell the author what you thought was right (or wrong)? Besides, your comments will definitely be helpful ... this package is not set in concrete.

Okay, let's go!

Step	Where *Done	TASK
1	0	Read Introduction to Protocols and complete Self-Evaluation 1. Review Introduction if there are any questions you cannot answer.
Pages 4-9		
2	0	Study WITHITNESS -- Description of the Concept. Complete Self-Evaluation 2 in pencil. Check your answers against the Scoring Key; erase any incorrect or incomplete answers. Review content covering any answers you missed and write correct answers in erased spaces.
Pages 10-16		
3	0	Complete Recognition Practice Lesson 1 using pencil and check your answers against the Scoring Key. If your score reaches criterion level go on to Step 3B, otherwise go to Step 3A.
Pages 17-24		
3A	0	If your score on Recognition Practice Lesson 1 did not reach criterion level, erase incomplete or incorrect answers. Review content covering answers you missed and write correct answers in erased spaces.
Pages 17-24		

		Time Required			
		Start	Finish	Elapsed	TASK
3B	0				In Recognition Practice Lesson 1, you had unlimited time. For Recognition Practice Lesson 2, you are allowed only 6 minutes to complete the lesson. The reason for having a time limit on this lesson is to help you improve your observational skill so you can observe the behaviors in the Protocol Film (Step 4) at the same rate they occur in the classroom. Check your watch and enter start and finish times. Score your Lesson using the key on page 29. If you did not finish within 6 minutes, or if your score was less than 10 correct, erase your answers and repeat Recognition Practice Lesson 2.
Pages 25-29					

* O = Out of class, I = In class.

Step	Where Done	TASK
4	I	View Protocol film "Withitness" and complete Protocol Film Observation Form. Score Protocol Film Observation Form. The criterion for passing is 80% (11 or more correct).
5	I	Complete Recognition Test. If you fail to reach criterion level on this test, you should review the two Recognition Practice Lessons. Criterion level for this test is as follows: Section A - 6 or more points. Section B - 13 or higher within the 12 minute time limit.
6	I	Read Performance Activity pp. 30-32. Complete Practice Exercise 1, taking the role of the teacher at least once. Use the Observation Form, pp. 31-33 to critique this activity. Criteria are indicated in the practice exercise directions.

WITHITNESS

Introduction to Protocols

Note: If you have completed Utah Protocol Modules dealing with other concepts, you may skip this introduction and go on to Description of the Concept (Task 2).

Objectives:

After reading this chapter you, the learner, should be able to:

1. State the purpose of the protocol modules in your own words.

2. State three ways in which protocol modules differ from conventional textbooks.

3. Explain why the Utah protocol materials emphasize very simple classroom management skills.

4. State an interest in trying the protocol materials.

The Purpose of Protocols

A protocol module is a self-instructional package of printed and filmed lessons designed to help the preservice or inservice teacher understand an important concept relevant to teaching and relate this concept to classroom practice. One definition of "protocol" is an original record of an event or transaction. The protocol modules are developed from records of classroom interaction in the form of written transcripts or films.

How Protocols Differ From Textbooks

The essential characteristic of protocol materials is their relevance to the actual classroom and their capacity to relate important teaching concepts to specific teaching behavior. In this respect, the protocols are fundamentally different from most textbooks used to train teachers. The typical textbook usually presents the important concepts and principles, but rarely gives the learner the kinds of experience he needs to translate these concepts into specific teaching acts that can be applied in the classroom. You will also find protocols different from most textbooks in other important respects:

(1) First, each protocol starts with a set of learner objectives. These objectives will spell out in very specific terms what you will be expected to do after you have completed the module. Many students fail in conventional college courses simply because they cannot figure out what they are expected to learn. You will find the objectives a great help to you in successfully completing the protocol modules.

(2) Second, information about concepts and relevant teaching behavior is backed up with practice exercises which are care-

fully designed to help you achieve the specific learner objectives. Unlike textbook content which is read passively, the learner plays an active role in completing the protocol lessons. Such active participation increases the amount you will learn from the lessons. The lessons are scaled so that each lesson moves you closer to performance that is similiar to your task as a teacher in a regular classroom. In effect, the lessons will provide a carefully constructed map to help you make the difficult transition from theory to practice.

(3) Third, you will find that the instructional materials are much briefer than those found in most textbooks. The textual information has been cut to a minimum, leaving only that which is necessary. This means that although little reading is involved, that which is included is important and must be studied carefully.

(4) Finally, protocols differ from conventional learning materials in that they provide for individual learner differences. In the Utah protocol modules, individual differences are provided for by self-pacing and branching. A self-pacing instructional program is one in which the learner can progress through the learning experience at his own rate. Branching provides the learner with different routes he can follow in reaching the objectives. The protocols employ self-pacing to adjust the learning experience for persons who require more or less practice to reach the objectives. Since self-evaluation measures are also included, the learner has a firm basis for deciding whether or not he needs additional practice.

What You Do in the Protocol Module

What do we mean when we say that a person "understands" a concept? Actually, there are many levels of understanding. One of the lowest levels of understanding requires nothing except that the learner be able to state the concept or remember its label. Much of what students learn in school (at all grade levels) requires understanding at this level. The learner's achievement is usually measured by oral recitation lessons or multiple-choice tests. Such learning may help pass tests but does little to prepare the learner to apply his knowledge. Since teaching is an applied science, the learner profits little from knowledge that he cannot use.

The protocol approach leads to a much better understanding than is called for in conventional college courses. Learning is required at two levels which take the learner from the point where he has an abstract understanding of the concept to the point where he can recognize ways of applying the concept to a teaching simulation.

Knowledge Level

Each protocol module contains the same kinds of materials and the learner follows about the same sequence.

The first phase of your learning experience with each protocol module will be directed toward giving you an initial understanding of the concept and its behavioral indicators. At this level, you will learn the name of each concept and study a list of management skills (behavioral indicators) that a teacher can use to apply the concept to the classroom. This is an important first step but falls short of the level of understanding you need if you are actually going to apply the concept in your teaching. Most education courses and textbooks stop at this level. In fact, many fail to reach even this level and merely tell the learner the concepts or principles and leave it up to him to figure out ways that he can apply them to teaching.

Recognition Level

Seeing examples of teaching can be a great help to the learner in relating an important concept to specific things a teacher can do to apply the concept to the classroom situation. If the learner can recognize examples of teacher behavior that apply to a given concept, he has a much deeper understanding of the concept than he can get from studying the typical textbook. Both written exercises and film are used in each protocol module to help you recognize ways that teacher remarks can apply each concept in the classroom.

These exercises are based on actual classroom situations which have been recorded with regular classroom teachers and students. We have edited the recordings so that we can give you the maximum experience in discriminating behavorial indicators of each concept in the minimum time.

In the written transcripts, teacher remarks are underlined and the learner must study the remark and decide what specific management skill the teacher has used to apply the concept. In the filmed transcripts a number appears on the screen immediately before the teacher makes the keyed remark. Again, the learner must decide what specific management skill the teacher has used. In some cases, examples are given of both the correct and incorrect teacher remarks so that the student can compare them.

With the written transcripts, the learner starts by completing Lesson 1 at his own rate. The following lesson or lessons and the Recognition Test have a time limit which the student must meet prior to viewing the film. With the film, he must respond at the same rate that the teacher remarks occur in the class discussion. This is a more difficult task but is a valuable experience since it prepares the learner to identify key management skills when observing in a regular classroom or in evaluating his own performance by replaying a videotape or audio tape recording.

Why the USU Protocols Deal With Simple Teaching Skills and Behavior

In looking over the USU Protocol Modules, you will notice that most of the teaching behaviors that are covered in these modules are very simple techniques that can be defined clearly and which teachers can learn to use without much difficulty. However, do not be mislead into concluding that these behaviors are unimportant simply because they are not complex. Although teaching itself is highly complex, like

many complex behaviors, it is made up by combining a great many simpler behaviors. The excellent teacher is often one who has mastered a great many simple skills and puts these skills together in an effective and creative manner. In contrast, the poor teacher not only lacks the simple skills, but often uses behaviors in their place which actually detract from the teaching situation. For example, the most effective way to ask a question during a recitation or discussion lesson is to first ask the question, then pause and then call on the child who is to give an answer. This questioning sequence (which is covered in the USU Group Alerting Module) is effective for several reasons. First, since the teacher frames the question before calling on a student, each student must listen and vicariously prepare an answer in case the teacher calls on him. Secondly, the teacher's pause gives children time to think of a good answer. The quality of responses in a recitation lesson will go up considerably if the teacher pauses and if children are told that the reason for the pause is to give them time to think of a better answer. In contrast, the ineffective teacher first calls the child's name, then asks the question and expects an immediate answer. By calling the child's name before asking the question, the teacher has alerted all other children in the group that they will not be called on and, therefore, need not pay attention. By expecting immediate answers, the teacher tends to obtain memorized answers to which the child has given very little thought. Therefore, you can see that even though using the correct questioning sequence is a simple behavior, it can make an important difference to the attention level of children during a discussion and the quality of their answers.

Since the USU Protocol Modules are designed primarily for students in teacher training and for teachers with limited experience, we feel that helping you learn the fundamentals of teaching, most of which involve relatively simple skills and behaviors is more important than attempting to teach you some of the highly complex and sophisticated strategies that you may wish to learn after you have mastered the basic tools of your profession.

Finally, since many pre-service teacher training students do not have access to regular classrooms, the USU Protocol Modules have been focused on skills and behaviors that the learner can master without extensive classroom practice. Classroom practice, of course, even for the most simple teaching skills is important and desirable. However, in the case of very simple skills and behaviors such as those covered in the USU Modules, we have found from our past research that the teacher trainee can develop an understanding of these skills and learn how they can be applied in the classroom without any actual classroom practice.

In summary, the USU Protocol Modules focus on simple teaching skills and behaviors for three reasons. These are: (1) using such skills often brings about marked improvement in the performance of the teacher and the atmosphere of the classroom. (2) These simple skills are among the most basic to effective teaching and should be learned before trying to move on to more complex teaching strategies. (3) The simple skills and behaviors covered in the USU Modules can be learned by students who do not have access to regular classrooms for practice.

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Self Evaluation 1

1. State the purpose of the protocol modules in your own words.

2. In what ways do protocol modules differ from conventional textbooks? (list three)

   a)

   b)

   c)

3. Why do the Utah protocol modules deal with simple teaching skills and behavior?

4. In the film and practice lessons you will be asked to recognize:

   a. Teacher remarks

   b. Student remarks

   c. Both teacher and student remarks

5. Having read the Introduction to Protocols, indicate whether you agree or disagree with each of the following statements:

TASK 1

a) The protocol modules sound like they are a practical way to learn to apply some concepts. (circle one)
agree strongly agree disagree disagree strongly

b) I am interested in trying a protocol module to see what it is really like. (circle one)
agree strongly agree disagree disagree strongly

c) I would like to learn more about how protocol modules can help me in teaching. (circle one)
agree strongly agree disagree disagree strongly

6. What changes can you suggest that would have made the Introduction to Protocols more informative or more interesting?

Instructions:

CHECK YOUR FIRST THREE ANSWERS AGAINST UNDERLINED INFORMATION GIVEN IN THE INTRODUCTION.

TASK 2

WITHITNESS

Description of the Concept

Introduction:

The term WITHITNESS was coined by Kounin* to refer to the teacher's behavior that demonstrates that she knows what is going on in the classroom. More precisely, Kounin defines WITHITNESS as " . . . a teacher communicating to the children by her actual behavior that she knows what the children are doing . . ." In his research, however, Kounin's operational definition of WITHITNESS was much more limited. Although Kounin admits that other events could be used to measure WITHITNESS, he limited his measurement to desist events that the teacher employed in the classroom. A desist is some action that a teacher takes to stop a child's misbehavior. Kounin failed to find any relationship between style of desist used by the teacher and the success of the teacher in stopping deviant child behavior. The important factors in teacher desists appear to be (1) whether the desist is directed at the correct target, i.e., the child who initiated the deviant behavior and (2) whether the desist was timely, i.e., applied before the deviant behavior spreads to other children or increases in seriousness. A teacher's WITHITNESS score was obtained by dividing the total number of her desists by the number of mistake-free desists, i.e., those directed to the correct target before the deviant behavior had spread or become more serious. In Kounin's study, he found a correlation of .615 between teacher WITHITNESS and pupil's work involvement and .531 between WITHITNESS and pupil deviant behavior. These relationships are high enough to indicate that teacher WITHITNESS is an important factor in keeping children on task and reducing misbehavior in the classroom.

The principle underlying WITHITNESS is: TEACHER BEHAVIORS WHICH DEMONSTRATE THAT A TEACHER KNOWS WHAT IS GOING ON IN THE CLASSROOM TEND TO INCREASE STUDENT WORK INVOLVEMENT AND DECREASE DEVIANT OR DISRUPTIVE STUDENT BEHAVIOR.

At the present time, the concept WITHITNESS has little meaning for you. Consequently, you have no way of utilizing this in your teaching behavior. Therefore, it will be necessary to translate this abstract concept into meaningful specific behaviors. In short, you must learn specific techniques in order to apply WITHITNESS in your teaching. In this module, you will be introduced to four behavioral indicators of WITHITNESS. A behavioral indicator is a specific behavior that you can apply in the classroom. There are other behaviors that a teacher can use to apply WITHITNESS to teaching. These four behaviors have been chosen for emphasis because they are specific and clear-cut and can readily be applied in the classroom.

*Kounin, Jacob S. Discipline and group management in classrooms. New York: Holt, Rinehart and Winston Inc., 1970.

Learner Objectives:

At the completion of this module, you will be tested to determine if you have achieved criterion level in your understanding and application of the concept Withitness. In the tests, you will be required to identify and utilize the concept and its behavioral indicators at two levels. The criterion level you will achieve on the Recognition Test is as follows:

(1) Given the concept Withitness, the learner will be able to state the principle underlying this concept and list and briefly define four specific behavioral indicators that a teacher can use to apply this concept to the classroom situation. (The learner must achieve 80% of this level.)

(2) Given a written transcript or shown a motion picture of a classroom discussion, the learner will be able to identify examples of the four behavioral indicators of the concept. (The learner must achieve 80% of this level.)

The Utah State University Protocol Project has somewhat expanded Kounin's definition of Withitness. We have defined Withitness broadly as any behavior which the teacher can employ to reduce the frequency of deviant or off-task pupil behavior. We have identified four behavioral indicators of Withitness that will be emphasized in this module. These behavioral indicators are: Desist, Suggest Alternative Behavior, Concurrent Praise and Description of Desirable Behavior.

Behavioral Indicators:

To achieve the first criterion level, you must learn the principle underlying Withitness and the following four definitions:

(1) Desist -- The teacher demonstrates Withitness by telling students to stop the deviant or off-task behavior. In order to be effective, the desist must be directed at the student who initiated the deviant behavior and must be administered before the deviant behavior spreads or becomes more serious. It must be timely and on target (D+). If the desist is not timely or on target, it is a negative desist referred to as (D-).

(2) Suggest Alternative Behavior -- When deviant behavior occurs, the teacher diverts the disruptive or off-task student by suggesting that he engage in an alternative behavior.

(3) Concurrent Praise -- The teacher avoids direct confrontation with a student who is displaying deviant or off-task behavior by concurrently praising the non-deviant or on-task behavior of other students.

(4) Description of Desirable Behavior -- The teacher describes or has the off-task student describe the desirable behavior which the student usually exhibits or should exhibit in place of the on-going deviant or off-task behavior.

Desist

In simple terms, a desist involves the teacher telling the student to stop disruptive or off-task behavior. Usually the desist consists of little except the teacher telling the pupil to stop doing whatever the deviant behavior is although desists differ in such variables as firmness, clarity and punitiveness. Under extreme conditions involving physical aggression where a child might be injured by the deviant behavior, the teacher may use physical constraint in addition to a verbal desist. As a rule, the teacher should not use desist techniques if one of the other Withitness behaviors such as concurrent praise is likely to be effective. There are three main occasions when desist behaviors should be employed. These are:

(1) When the pupil's deviant behavior is seriously disrupting the activities of the class. Since the teacher's use of a desist usually interrupts the class activities, it is not wise to use desist behavior to stop deviant or off-task pupil behavior which is not creating a serious disturbance. In these cases, the teacher's verbal desist is likely to be more disturbing to the class than the deviant behavior itself. If you have studied the USU protocol module on Transitions, you will recognize that desist behaviors often constitute Thrusts or Stimulus Boundedness on the part of the teacher unless the desist can be carried out in a manner which does not disturb the rest of the class.

(2) Desists should be used promptly in cases of deviant behavior that involve physical aggression on the part of the child. For example, if one child is poking another with a pencil, the teacher should immediately use a desist to stop this behavior since it could result in the injury of a child. In situations of this sort where injury is possible, the teacher may physically constrain the child in addition to using a verbal desist.

(3) Desists should also be used with children who have consistently failed to respond to other strategies such as concurrent praise or suggesting alternate behavior. However, children who consistently fail to respond to alternative strategies should be counseled by the teacher since the desist is essentially a form of negative control.

Another reason for avoiding the use of desists when other strategies are likely to work is that many children use deviant behavior as a device for gaining teacher attention. The desist, of course, gives the child the attention he is seeking while a behavior such as concurrent praise does not. In his study of desist behavior, Kounin related the degree of success of the desist in stopping misbehavior with various characteristics of the desist such as clarity and firmness. He did not find consistent significant relationships between the style of the teacher's desist behavior and getting the child to stop the deviant behavior and return to on-task behavior. The only consistent finding in this regard was that when teachers display anger or punitiveness in their desist behaviors, pupils in a class tend to react with more behavior disruption such as overt signs of anxiety, restlessness and reduced involve-

ment with the ongoing task than when teachers use desists that were not given in an angry or punitive fashion. Therefore, displays of anger or punitive behavior should be avoided by the teacher. Such teacher behavior has a negative effect not only on the child who is the target but on other children as well.

Suggesting Alternative Behavior

Often, the teacher may stop deviant or off-task behavior by suggesting some alternate behavior to the deviant pupil. For example, if two children are whispering the teacher can stop the off-task behavior by asking one of the children to pass out papers or perform some other task which removes him from the off-task situation. If the teacher is truly "with it," she will note whether the deviant behavior has resumed after the pupil completes the alternate behavior that she has assigned to him. If the deviant behavior does resume, the teacher should try another strategy such as concurrent praise or description of desirable behavior. However, if the deviant behavior begins to spread to other children or constitutes a serious disruption to the class activities, the teacher should immediately use a firm, non-punitive desist.

Concurrent Praise

In many cases, if a child is involved in minor deviant behavior or off-task behavior, the teacher can get him back on task by concurrently praising the behavior of a student who is on-task. This concurrent praise can be directed at a child sitting near the off-task child or can be directed to all children in the group who were on task. Concurrent praise should also be specific, i.e., the teacher should identify the specific on-task behavior that is being praised. Some examples of concurrent praise are: (1) "John, I like the way you go out your workbook and got right down to doing the lesson." (John sits next to Jim who has started drawing pictures instead of getting out his workbook). (2) "Mary, Joe and Bill, you are doing a fine job of following in your reader while Jane reads." (In this case, the teacher has praised all the children in the reading group except Frank who has been looking out the window instead of following the reading activity). (3) "I like the way most of you have worked on your science assignment without whispering or disturbing others." (In this case, two children in the group are whispering while the rest of the children are on-task).

Concurrent praise is a desirable strategy because it praises on-task behavior and does not give attention to the deviant or off-task child. Yet, even retarded children quickly recognize that when they misbehave, their peers receive praise which is being withheld from them. Concurrent praise is effective in bringing most deviant or off-task children back to on-task behavior.

Describe Desirable Behavior

A deviant behavior can often be stopped if the teacher either (1) describes the desirable behavior that should be going on as an alternate to the deviant behavior, or (2) states the classroom rule regarding the deviant behavior or (3) asks the deviant student to describe the desirable behavior or state the rule. Describing desirable behavior can take several forms. For example, the teacher can state a rule without directing this statement to any particular child. Let us suppose,

for example, that the class has a rule that when they finish an assignment early, they can work on their art project for the remainder of the period. If a child gets out his art work before completing the assignment, the teacher might say "Remember class, our rule is that you can work on your art project only after you have finished your assignment." Under the same conditions, the teacher could direct the rule at the deviant child by saying, "John, remember our rule is that you cannot work on your art project until you have finished your reading assignment" or the teacher could ask the child to state the rule by saying, "John, what is the class rule about working on your art project?" Or the teacher could describe the child's usual behavior by saying, "John, you usually are very good about getting your assignments finished before working on your art project."

The Effects of Withitness Strategies

When using Withitness behaviors described in this lesson, the teacher should always note carefully the effects of her behavior on the off-task or misbehaving pupil. Different Withitness behaviors work best with different pupils. By carefully noting the effect of your Withitness behavior on a given child you can quickly determine which behavior is most likely to be successful for a given child under a given set of conditions. Being "withit" not only means that you quickly notice deviant and on-task behavior and make some overt move to stop such behavior, it also means that you are alert to the effects of your strategies.

Ignoring Deviant Behavior

Since many children use deviant behavior as a device to gain teacher attention, the teacher can sometimes extinguish the deviant behavior by ignoring it. If the behavior is minor and is not seriously disturbing other pupils, you may wish to try ignoring some deviant behaviors. You should note carefully whether ignoring these behaviors, however, is successful in stopping the behavior and returning the pupil to his regular classroom work. This approach is not always effective since much deviant behavior is not designed to gain teacher attention. For example, if the pupil's real goal is to get the attention of his peers, it will do no good for the teacher to ignore the behavior since the teacher is not the source of reinforcement. Another problem with ignoring deviant behavior is that students may conclude that the teacher does not know what is going on, i.e., she is not "with it".

TASK 2

WITHITNESS

Self Evaluation 2

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Instructions:

In order to demonstrate understanding of the concept WITHITNESS, it is necessary that you can state the principle underlying this concept and be able to list and briefly define three specific behavioral indicators that a teacher can use to apply this concept to the classroom situation. Since this level of understanding is essential to successful completion of the remainder of the learning module, you must answer all items on this measure correctly.

1. State the principle underlying the concept WITHITNESS in your own words.

2. Name and briefly define four teacher management behaviors (behavioral indicators) that can be used in the classroom to apply WITHITNESS. Describe the positive and negative aspects of Desist and the positive aspects of the other three WITHITNESS behavioral indicators.

   (a) Name: (positive) _____ Definition: _____

   (negative) _____

   (b) Name: _____ Definition: _____

   (c) Name: _____ Definition: _____

   (d) Name: _____ Definition: _____

NOW CHECK YOUR ANSWERS AGAINST THE KEY GIVEN ON THE NEXT PAGE.

TASK 2

WITHITNESS

Scoring Key 2

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Instructions:

Compare your answers with the model answers given below. It is not necessary that your answers be identical, but the key ideas included in the model answer should be included in your answer. The key ideas in each answer have been underlined. If your answer contains all of these ideas, either in the same or different words, your answer is correct. If any of the key ideas are absent, study the principle and the behavioral indicators until you can give correct answers. You will be tested on these items after you have completed the instructional package.

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1. State the principle underlying the concept Withitness in your own words. Model Answer: Teacher behaviors that demonstrate that a teacher knows what is going on in the classroom tend to increase student work involvement and decrease deviant or disruptive student behavior.

   Example of satisfactory restatement of principle: The teacher can use behaviors which demonstrate that she knows what is going on in the classroom. This teacher behavior increases student work involvement and decreases disruptive student behavior.

2. Name and briefly define four teacher language skills (behavioral indicators) that can be used in the classroom to apply Withitness. Model Answers:

   a. Desist -- The teacher demonstrates Withitness by telling students to stop the deviant or off-task behavior. In order to be effective, the desist must be directed at the student who initiated the deviant behavior and must be administered before the deviant behavior spreads or becomes more serious (D+). If the desist is not timely or on target, it is a negative desist referred to as (D-).

   b. Suggest Alternative Behavior -- When deviant behavior occurs, the teacher diverts the disruptive or off-task student by suggesting that he engage in an alternative behavior.

   c. Concurrent Praise -- The teacher avoids direct confrontation with a student who is displaying deviant or off-task behavior by concurrently praising the non-deviant or on-task behavior of other students.

   d. Description of Desirable Behavior -- The teacher describes or has the off-task student describe the desirable behavior which the student usually exhibits or should exhibit in place of the on-going deviant or off-task behavior.

TASK 3

WITHITNESS

Recognition Practice Lesson 1

Instructions:

There are several teacher behaviors which can be employed to demonstrate that the teacher knows what is going on in the classroom and thereby reduce the frequency of off-task behavior. Four of these behaviors are:

1. Desist -- The teacher demonstrates Withitness by telling students to stop the deviant or off-task behavior. In order to be effective, the desist must be directed at the student who initiated the deviant behavior and must be administered before the deviant behavior spreads or becomes more serious (D+). If the desist is not timely or on target, it is a negative desist referred to as (D-).

2. Suggest Alternative Behavior -- When deviant behavior occurs, the teacher diverts the disruptive or off-task student by suggesting that he engage in an alternative behavior.

3. Concurrent Praise -- The teacher avoids direct confrontation with a student who is displaying deviant or off-task behavior by concurrently praising the non-deviant or on-task behavior of other students.

4. Description of Desirable Behavior -- The teacher describes or has the off-task student describe the desirable behavior which the student usually exhibits or should exhibit in place of the on-going deviant or off-task behavior.

The following is a transcript taken from a tape recording of part of a discussion lesson conducted in Mrs. Janice Hanson's 4th grade classroom, Wilson Elementary School, Logan, Utah. This lesson was taken from "When You Go to the Zoo," Roads to Everywhere (Revised Edition), Ginn Basic Readers, Ginn and Company (1961). Throughout the transcript, you will find 12 of Mrs. Hanson's remarks underlined. Read each remark and decide whether or not it is an example of one of the four verbal skills listed above. Then, write the appropriate symbol as follows:

D+ -- Desist (Use D- if the Desist is not timely and on-target.)
SAB -- Suggestion of Alternative Behavior
CP -- Concurrent Praise
DDB -- Description of Desirable Behavior
NA -- Not an example of any of the Withitness behaviors.

For example, the first teacher remark that has been underlined is "I'm glad to see Tony and James are all ready. They have their pencils, papers, and book out and are set to begin." This is an example of Concurrent Praise so the symbol CP has been written in the space in front of the remark.

TASK 3

T: Now, let's get out our reading worksheets from yesterday. (Teacher pauses as students get out materials, Dave remains off-task reading a library book.) I'm glad to see Tony and James are all ready to start our discussion. They have their worksheets and books out and are set to begin.

Ex. CP

1. _____ (Dave continues to read the book.) Dave, would you please hand out these red pencils for correcting the worksheets. (Dave hands out the pencils then returns to his desk to begin discussion with the class.) Here is the first question,"What do we call the place where animals live?" Lori?

Lori: The environment.

T: Can you explain what an environment is? Lori? (Jeff punches Eric on the shoulder.)

2. _____ Jeff, you usually can be counted on to be very attentive in class. What's the trouble?

Jeff: Oh, nothing.

T: Let's see now, we were discussing environment. Lori, you were about to comment.

Lori: An environment is the place where animals live. Like the polar bear lives in the Artic because of the snow and cold climate.

T: Good answer, Lori! (Jeff punches Eric again and

3. _____ they start to scuffle.) Jeff, leave Eric alone and pay attention to the lesson. No more nonsense! Let's go on to question number two, "What kind of food does a hippopotamus eat?" Toni?

TASK 3

Toni: They like food that comes from the bottom and the sides of rivers like little plants that grow under the water.

T: Alright, that's a good answer. We've learned a few things that the hippopotamus likes, can anybody else add on to that? Lori, how about you?

Lori: Huh? What was the question? (Lori was combing her hair, not listening to the lesson.)

4. _____ T: Lori, you usually listen and have really good answers. Please try to stay with the class. What did you say hippo's like to eat, Toni?

Toni: Well, he likes plants from the bottom of the rivers.

T: Can you add to that, Lori?

Lori: He likes to eat grass off the bank.

T: Yes, he does eat grass off the bank, doesn't he? Good. The Hippopotamus seems to feel comfortable under the water. How can he go down under the water to eat plants if he breathes air? Julie? (Virginia pokes student in front of her in the back

5. _____ with a sharp pencil.) Just a minute, Julie. Virginia, not only does that disturb Eric, but it's dangerous because he might get an infection. Okay, Julie, go on. I'm sorry to interrupt you.

Julie: He can close his nose and he puts his tongue in the back of his throat so no water can come in. Then he goes down on the bottom to eat. He is so heavy that he can stay there and get the plants. (Tom tries to get Lori's attention by tugging

on her sleeve.)

T: Okay, that was very good. I can tell that Julie has read the story. I appreciate the way she and Lori are paying attention. They are doing a real fine job. I'm going to ask another question about the Hippopotamus beneath the water. Be sure to think of an answer as I might call on you. How can he move along under the water? LouAnn?

6. _____

7. _____

LouAnn: He runs along the bottom of the river and when he wants to surface he just floats back to the top.

T: Yes, that's right. Eric, can you add something?

Eric: I forgot to do the questions because I got too interested in my library book.

8. _____ T: Eric, what is our procedure when I give a class assignment for everyone?

Eric: We're supposed to do the assignment in class not other activities.

T: That's right, Eric. The next question asks why the polar bear is such a good swimmer. Eric?

Eric: Oh, he has strong legs to help him swim well.

T: Alright, strong legs is one thing the article mentioned. What else does the story mention? Lori?

Lori: Their bodies have a good shape for going through the water and are very strong.

(James has caught Jeff's fingers in the desk drawer. Jeff hits James.)

TASK 3

9. ____ T: Jeff, how many times have I told you to leave your hands to yourself? (Jeff tries to explain) No, I don't want to hear anything about it, just pay attention and keep your hands to yourself. Alright, those were the three things that helped the polar bear swim. Next question, "What helps keep a polar bear warm?" LouAnn?

LouAnn: The fur that's on him. It's thick and warm.

T: Dave?

Dave: He's got a layer of fat.

T: Those are two things that keep him warm. The next question is "Why can't the one-humped camel live in the Asian desert?" Julie?

Julie: The Asian desert is very cold and the camel requires a warmer climate.

T: That's a good answer. "Why does the camel need a special kind of eye?" Do you know, Lori? (Lori is looking for something in her desk.)

Lori: What?

10. ____ T: Jane, can you tell Lori the question, you do such a good job of listening in class.

Jane: The question was why does the camel need a special kind of eye.

Lori: In a sandstorm he can't get sand in his eyes 'cause he has a really thick eyelid and really long eye lashes.

T: Okay, then , Lori has just said that he has really

T: thick eyelids and long eye lashes to help protect him from the sand that might blow. The last question is, "What does the word adaptation mean?" That was a new vocabulary word. Who can explain it? Jane?

Jane: It means fit in.

T: Who can add to that? Eric?

Eric: Like nature fitted the polar bear for cold places?

11. ____ T: You're right, Eric. Can you add on to that, Eric?

Eric: The polar bear's layer of fat is an adaptation to the cold climate.

T: Alright, he is suited well for his environment. How have we adapted to our environment? LouAnn?

LouAnn: When it gets cold we get coats and hats.

T: So we weren't naturally adapted. We had to make our bodies adapt to it by using warm clothing in the cold weather and light clothing in warm weather. Okay, it sounds like most of you did read the story and gave good answers on the worksheet. Let's have you pass the assignments up to the head of the row. (As teacher collects paper, Virginia and Eric start to whisper.)

12. ____ I'd like to have Virginia and Eric pass out the reading worksheets for tomorrow.

Instructions:

NOW, TURN TO THE NEXT PAGE OF YOUR HANDBOOK AND CHECK YOUR SCORE ON RECOGNITION PRACTICE LESSON 1. CHECK EACH OF YOUR RESPONSES AND INDICATE THE NUMBER CORRECT IN THE SPACE PROVIDED. NOW, REVIEW YOUR ANSWERS AND SEE IF THERE IS ONE TYPE OF WITHITNESS (DESIST FOR EXAMPLE) THAT YOU HAVE INCORRECTLY IDENTIFIED TWICE OR MORE. IF SO, YOU SHOULD REVIEW THE DESCRIPTION OF THIS BEHAVIOR BEFORE GOING ON TO LESSON 2. THE CRITERION FOR THIS LESSON IS 10. SEE LEARNING SEQUENCE FOR YOUR NEXT ACTIVITY.

"Perhaps I should suggest an alternative behavior."

TASK 3

WITHITNESS

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Recognition Practice Lesson 1
Scoring Key

Instructions:

Copy your answers from the Recognition Practice Lesson 1 in Column 1. Then compare your answers with the correct answers in Column 2. Circle any of your answers as indicated below.

Item	Column 1	Column 2	Item	Column 1	Column 2
Ex		CP	7		NA* (Alerting Cues)
1		SAB	8		DDB
2		DDB	9		D-
3		D+	10		CP
4		DDB	11		NA* (Questioning Technique)
5		D+	12		SAB
6		CP			

Specific Behaviors: Check your errors carefully to see how many occur in each behavior. If you made two or more errors in classifying the same behavioral indicator, you should review the description of that behavior and try to determine why you classified it incorrectly.

Total Correct: _____ Criterion level for this lesson is 10 correct or higher. If you scored 10 or more, go on to Lesson 2. See Learning Sequence.

* The behavioral indicators, Questioning Technique and Alerting Cue, are dealt with in another Protocol Module. You are not expected to know these, but they have been identified for your information in case you have completed the other Protocol Modules.

TASK 3B

WITHITNESS

Recognition Practice Lesson 2
(time limit - 6 minutes)

Instructions:

The following is a transcript taken from a tape recording of a discussion lesson conducted in Mrs. Janice Hansen's 4th grade class at Wilson Elementary School, Logan, Utah. Follow the same instructions given for Lesson 1, but allow yourself only 6 minutes to complete this lesson.

T: It's time for our music lesson. Will everyone take out their recorder*, please. (Eric, next to

1. _____ James, is working on another assignment). James, I like the way you take out your recorder right away and have it sitting on your desk ready to listen. Today, we're going to learn the new note "F". If you look up on the board on the staff line, you can see where the new note is placed on the staff. Where is "F" placed, Lori?

Lori: On the bottom space.

T: Right, it's on a space and not a line, isn't it?

2. _____ What's the space right above it? James?

(James is blowing softly on the recorder, off-task.)

James: I didn't hear the question.

3. _____ T: Would you please go to the board and place an "F" on the blank staff.

---

* A flute-like instrument used by elementary school students to learn basic music principles such as reading musical notes.

TASK 3B

(James goes to the board and places the "F" correctly on the staff.)

T: Very good, James. What is the name of the note in the space above "F"? Fred.

Fred: "A".

(James begins to blow softly on recorder again.)

4. _____ T: James, stop blowing on the recorder until we're ready to play together as a class.

T: Who knows the name of the note in the space right above "A"? Tony?

Tony: "D".

T: "F" is probably the most difficult reed note to play. Let's take our recorders in our hands and put out... (LouAnn is off-task playing with her recorder.)

5. _____ LouAnn, would you come up and stand beside me and we'll both demonstrate to the class. Okay, let's play an "F" on the recorder. Let's put our top hand down. You'll have the "B", "A" and "G" fingers down. Now the next finger on your other hand should be on the next hole. The next finger that comes down should be just over the hole, don't cover the hole, put it above the hole. That's the only one that's not going to be covering a hole. Now, put

6. _____ the next two fingers down. So, how many fingers are down? All but . . .

Group: One.

T: Now, let's hear you play "F". (pause) Very good.

(Virginia continues to play when others stop.)

7. _____ T: Virginia, what's the class rule about playing the recorders?

Virginia: When you say you're supposed to play, you play; but when you say stop, you're supposed to stop.

T: Okay, that's the rule. Let's see if you can remember "F" again. Get your fingers lined up and check for air holes. Eric, where is your recorder?

Eric: In my desk, I thought we were finished.

8. _____ T: Eric, you are usually so good at following directions, you surprise me by not listening to me more closely today. Let's all play "F" again. You should be in position to play "F". (Lori delays getting into position making the

9. _____ class wait). LouAnn and Virginia know how to get into position. They're sitting up straight, with their recorder placed in the correct position. Very good, LouAnn and Virginia. Alright, let's play "F". From "F" go to "G", then "A". Now, very softly, "G" (Students play notes in order as the teacher calls them. James is not playing his recorder, he is doodling on scratch paper.)

10. _____ T: James, would you please clap the rhythms from the board today? James, you try two measures.

James: Ta ta ta ta te te te te te ta ta

T: Excellent. James has clapped it; now let's see if Julie can play it for us on the recorder. Begin Julie.

Julie: (plays rhythm on recorder.)

T: Alright, let's all of us do it. Ready?

(Tony, tries to play recorder backwards -- copying James and Eric.)

11. _____ Tony, will you please turn the recorder around and play it the correct way. I don't want to see you doing that again.

Tony: Well, James and Eric were doing it.

T: That doesn't matter. Just turn it around and play it correctly. Let's try it one more time. Everyone in position? Ready and . . . (plays). (Julie ignores instructions.) I think we'd better

12. _____ do it one more time. Julie, you're usually alert and right with us. Let's try it again, okay? Ready and (plays rhythm) Very good. (Lori is

13. _____ shooting paper wads at the wastebasket.) I'm going to have Lori pass out the music for the new song today. Let's see who can remember what we do with our recorders while we pass out the music. James remembered, he's got his down on his desk.

Instructions:

NOW, TURN TO THE NEXT PAGE OF YOUR HANDBOOK AND CHECK YOUR SCORE ON RECOGNITION PRACTICE LESSON 2. CHECK EACH OF YOUR RESPONSES AND INDICATE THE NUMBER CORRECT IN THE SPACE PROVIDED. NOW REVIEW YOUR ANSWERS AND SEE IF THERE IS ONE TYPE OF WITHITNESS (DESIST FOR EXAMPLE) THAT YOU HAVE INCORRECTLY IDENTIFIED TWICE OR MORE. IF SO, YOU SHOULD REVIEW THE DESCRIPTION OF THIS BEHAVIOR BEFORE GOING ON TO THE RECOGNITION TEST. IF YOUR TOTAL NUMBER CORRECT IS LESS THAN 10 OR IF YOU FAILED TO FINISH IN 5 MINUTES, ERASE YOUR ANSWERS ON RECOGNITION PRACTICE LESSON 3 AND REPEAT THE LESSON. OTHERWISE, YOU ARE READY TO VIEW THE WITHITNESS PROTOCOL FILM. SEE LEARNING SEQUENCE.

TASK 3B

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WITHITNESS

Recognition Practice Lesson 2
Scoring Key

Instructions:

Copy your answers from the Practice Lesson in Column 1. Then compare your answers with the correct answers in Column 2. Circle any of your answers that are incorrect and total your correct answers as indicated below.

Item	Column 1	Column 2	Item	Column 1	Column 2
1		CP	7		DDB
2		NA* (Questioning Technique)	8		DDB
			9		CP
3		SAB	10		SAB
4		D+	11		D-
5		SAB	12		DDB
6		NA* (Questioning Technique or Work Showing)	13		SAB

Specific Behaviors: Check your errors carefully to see how many occur in each behavior. If you made two or more errors in classifying the same behavioral indicator, you should review the description of that behavior and try to determine why you classified it incorrectly.

Total Correct: _____ Criterion level for this lesson is 10 correct or higher. If you scored more than 10, go to TASK 4. See Learning Sequence.

* The behavioral indicators, Questioning Technique and Work Showing, have been dealt with in another Protocol Module. You are not expected to know these, but they have been identified for your information in case you have completed the other Protocol Modules.

APPLYING WITHITNESS TO YOUR TEACHING

The materials you have completed up to this point are designed to give you a good understanding of the concept of WITHITNESS. You should also be able to recognize WITHITNESS behaviors when they are employed in the classroom. However, the most effective way to master this concept to the level where you can apply it in your teaching is through practice of the behavioral indicators in real or simulated teaching situations. The practice exercises are divided into two categories. The first is an activity that you can perform before going into teaching. This involves role playing and simulations that will give you some practice in application of the group alerting behaviors. The second Practice Exercise is an activity that you can carry out in either student teaching or regular teaching to achieve a higher level of mastery of this important concept.

You should remember that in learning to apply concepts such as WITHITNESS to the classroom two steps are important. The first is that you have opportunities to practice your use of the behavioral indicators of the concept. The second is that you receive feedback on your practice which will permit you to gradually improve your application of the concept to a teaching situation. Remember, both practice and feedback are essential if you are to become skillful in the application of WITHITNESS behaviors.

Practice Exercise 1: Preteaching Simulation

In this practice exercise, teacher trainees are divided into groups of five. One person is designated to play the role of teacher during the role playing activity. The role playing assignment should be made at least one day prior to the role playing activity so that persons playing the roles of teacher and students can prepare for the practice exercise. Each person assigned to the role of teacher should prepare a 10-15 minute lesson. This lesson can be either in the person's teaching specialty or can be on a subject related to the course in which the protocol materials are being used.

Instructions to Person Playing the Role of Teacher

Prepare a 10-15 minute discussion lesson. This lesson should be either in your teaching specialty or in some content area related to the course you are taking. It is desirable for your group to get together before the role playing session and select a topic that is of interest to the group members. In planning your discussion lesson, you should note down some of the ideas and facts that you wish to get across to the students as well as listing a few questions that you can use to stimulate discussion about the topic. During the discussion or session the persons playing the role of students will occasionally display off-task or deviant behavior. You should use the appropriate behavioral indicators of

WITHITNESS to deal with this behavior as it occurs. Carefully review the Description of Concept, pages 10-14 prior to the role playing session, so that you will be prepared to employ appropriate WITHITNESS behaviors. The criterion for success for this session is for you to use effective WITHITNESS behavior in responding to 80 percent or more of the deviant behavior displayed by your "students".

Instructions to the Person Playing the Role of Student

Prior to the discussion lesson you should plan several (at least 8) different or off-task or deviant behavior that you and other members of the group will display during the lesson. The person playing the role of teacher should not know what off-task or deviant behaviors you will use. You may use any deviant or off-task behaviors that commonly occur in the classroom such as one student poking another, a student playing with a toy, staring out the window, doodling, or engaged in some other off-task activity, student kicking his seat, students whispering, reading comic books, throwing paper wads or spit balls, shooting rubber bands, shooting water guns, eating snacks, mutilating school property, or throwing chalk.

Alternative Sequences that can be used in this lesson

Alternative Sequence 1:

Student A plays the role of teacher, Student B, C, D, and E, play the role of pupils, the remainder of the class observes the role playing sequence and each observer completes the evaluation form given on page 33.

Immediately after Student A finishes his discussion, Student B conducts his discussion playing the role of teacher while Students A, C, D, and E play the role of pupils, and the rest of the class observes. At the end of Student B's discussion, the remainder of the period is used by the class to discuss and compare Student A's and Student B's use of WITHITNESS techniques in dealing with off-task and deviant behavior.

Alternative Sequence 2:

Entire class is divided into groups of five students. Each group carries out the role playing simultaneously in different corners of the room or in different rooms. Students playing the role of pupils also complete the evaluation form given on pages 33-35. At the end of the first discussion, the WITHITNESS performance of one "teacher" is reviewed and evaluated. The roles are then rotated so that another student plays the role of teacher. This process is repeated until all students in the group have played the role of teacher. This requires about 100 minutes or a two hour class period if each role playing session and review is limited to 20 minutes.

Practice Exercise 2: Classroom Application

The following practice can be carried out either in a student teaching situation or in a regular classroom. Since deviant and off-task behavior occurs at irregular intervals and its occurrance is not under direct

control of the teacher, it is necessary to evaluate a fairly large segment of your teaching in order to determine your effectiveness in using WITHITNESS.

Make an audio tape or videotape at least one hour long during a discussion or recitation session in your class. You will find it easier to get a good recording of the pupils' voices if you work with a group of 6 to 8 pupils and have them place their chairs in a tight semicircle so that none will be far from the microphone. Another alternative is to have one student operate the audiotape recorder, pointing the microphone at any student who responds and turning up the volume for student responses. You will find that if you evaluate your discussion shortly after it is finished, you will remember most of the student remarks even if you cannot hear them clearly on the tape. Since you will be focusing on your own behavior, it is essential that you get a clear recording of your own voice. Replay the recording as soon as possible and check your use of WITHITNESS techniques using the form provided on pages 33-35.

Alternate Practice or Student Teacher

If another teacher at your school has completed the WITHITNESS Protocol module, arrange with that teacher to visit your class and observe your teaching for a one hour period checking your use of WITHITNESS strategy behavior using the form provided on pages 34-35. You should then in turn observe the other teacher's class and after both observations, you should get together and discuss your use of the WITHITNESS techniques.

You should repeat these practice exercises until your self evaluation indicates that you are making effective use of the WITHITNESS behavioral indicators.

WITHITNESS

Evaluation Form for Peer or Self Evaluation

Observer	Teacher	Date

Instructions:

The four WITHITNESS behavioral Indicators are:

1. Desist -- The teacher demonstrates Withitness by telling students to stop the deviant or off-task behavior. In order to be effective, the desist must be directed at the student who initiated the deviant behavior and must be administered before the deviant behavior spreads or becomes more serious.

2. Suggest Alternative Behavior -- When deviant behavior occurs, the teacher diverts the disruptive or off-task student by suggesting that he engage in an alternative behavior.

3. Concurrent Praise -- the teacher avoids direct confrontation with a student who is displaying deviant or off-task behavior by concurrently praising the non-deviant or on-task behavior of other students.

4. Description of Desirable Behavior -- The teacher describes or has the off-task student describe the desirable behavior which the student usually exhibits or should exhibit in place of the on-going deviant or off-task behavior.

Section A.

List each use by the teacher of the four WITHITNESS behavioral Indicators and in each case also indicate whether the teacher behavior used is Timely[1], Appropriate[2], and Successful[3].

Section B.

Describe any deviant or off-task pupil behavior that the teacher failed to respond to (For example "John kicked the back of Mary's chair for about two minutes and the teacher made no response").

Section A

Behavioral Indicator Used	Timely?[1] (yes or no)	Appropriate?[2] (yes or no)	Successful?[3] (yes or no)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

[1] Timely -- A teacher behavior is timely if used before pupil misbehavior spreads or becomes more serious.

[2] Appropriate -- A teacher behavior is appropriate when directed at the correct pupil (i.e., the one who initiated the misbehavior, is not too severe or too gentle and does not indicate teacher anger.)

[3] Successful -- A teacher behavior is successful where the pupil stops off-task or deviant behavior and returns to on-task behavior.

Section B

Brief descriptions of off-task or deviant behavior not responded to by the teacher.

1. _____

2. _____

3. _____

4. _____

5. _____